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ABSTRACT

This publication describes the National Association of State Universities and Land Grant Colleges (NASULGC) and its planned programs and initiatives for 1996. A list of the officers and 1996 Board of Directors is followed by a preface describing the historic role of land-grant institutions. A section on NASULGC offers a short description and key statistics. A section on NASULGC's mission and goals follows. A section on activities and initiatives lists and describes activities aimed at the following priorities: maintaining the university academic research base and activities; preserving educational access and opportunity by protecting student financial assistance; reducing costly federal regulation; focusing on state issues; and encouraging change in public higher education. A section mechanisms of NASULGC describes a federal relations group with interest in food, agriculture, environment and renewable resources, and international affairs; a federal relations group concerned with higher education; minority and human resources programs; an Office of Urban/Metropolitan programs; and an Office of Public Affairs. A short section on coalition building lists other higher education associations working with NASULGC. A list of NASULGC Councils includes the name of the chair of each. The next section lists and describes six NASULGC Commissions. Final sections contain a NASULGC chronology, a chronology of federal legislation affecting public higher education, a list of member institutions, a list of NASULGC staff, upcoming annual meetings through 2001, and key facts about the NASULGC. (JB)

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NASULGC '96

People and Programs

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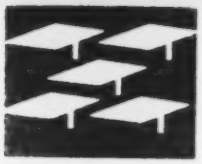

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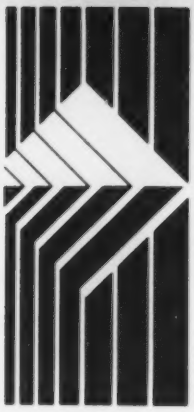

NASULGC '96
People and Programs

"America's state universities and land-grant colleges—all of them truly peoples' universities—are a marvelous enterprise that has served our nation superbly. They are fundamental to our democratic system and essential to our aspirations for a better, more just future. These universities are a critical part of public higher education, and they are essential to the well-being of our nation's economy and society."

C. Peter Magrath
President, NASULGC

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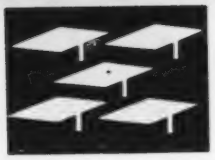


Preface

America's state and land-grant universities have played a pivotal role in the development of our democratic society.

Positioned as the keystone of a public education system unparalleled in world history, the nation's great public universities have opened the doors to a better life for millions of Americans.

They have produced advances in new knowledge that have spurred the economic growth of the nation, spearheaded the development of revolutionary discoveries in basic and applied science, agriculture, and health, provided the undergirding for America's national security system, and enhanced the quality of life of all citizens through service responding to the nation's needs.

The National Association of State Universities and Land-Grant Colleges (NASULGC) is a voluntary association representing 189 institutions—state universities, the nation's land-grant colleges and universities, and a number of public university systems. Founded in 1887, NASULGC is the oldest higher education association in the nation and has campuses located in all fifty states, the U.S. territories, and the District of Columbia. It also claims as a new system member the American Indian Higher Education Consortium (AIHEC), which represents a group of 29 Native American tribal colleges that attained land-grant status in 1994.

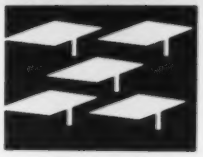
For over a century the association has represented a voice through which public higher education has sounded its commitment to access and opportunity for all Americans.

NASULGC provides its members with a forum for coordinating the expression of support for teaching, research, and public service. NASULGC strengthens existing educational partnerships and builds new ones between public higher education and federal, state and local government in support of the common good. It expands opportunities for dialogue between business and civic sectors, the public, and public higher education. And over the years, the association has forged powerful partnerships, cooperated with higher education coalitions, and led the way to successful passage of such landmark legislation as the G.I. Bill, the creation of the National Science Foundation, and the 1958 National Defense Education Act, the Higher Education Act of 1965, and the Reauthorization of the Higher Education Act in 1992.

Today, NASULGC stands at the threshold of a new era. As a new century approaches, our nation faces formidable challenges and the certainty of extraordinary change. NASULGC universities are helping to chart the new directions our colleges and universities must take so that public higher education continues to be a vibrant force as an agent of positive change for American society. The association continues to advocate programs that advance the historic role of public higher education: to offer access, opportunity, and a quality education to all who can benefit from the experience, to discover and develop the new technologies that will keep the nation competitive, to produce a skilled workforce that meets America's needs, and to support the scientific, artistic and humanities advances so vital to the cultural and social progress of this nation.

"These colleges are thoroughly American, and for all time will be entrusted with work annually increasing in its importance."

Justin Smith Morrill,
Commemorative Address,
Massachusetts Agricultural College, 1887



What is NASULGC?

Founded in 1887, the National Association of State Universities and Land-Grant Colleges (NASULGC) is the nation's oldest higher education association. A voluntary association of public universities, land-grant institutions and many of the nation's public university systems, NASULGC campuses are located in all 50 states, the U.S. territories and the District of Columbia.

Dedicated to supporting excellence in teaching, research and public service, NASULGC has been in the forefront of educational leadership nationally for over a century. In 1963, the American Association of Land-Grant Colleges and State Universities merged with the National Association of State Universities to create the association in its present configuration as the National Association of State Universities and Land-Grant Colleges. Its acronym is NASULGC (pronounced na SUL jick).

The association is governed by a chair and board of directors elected from the member institutions. Its president is C. Peter Magrath, who oversees a staff of 35 at NASULGC's Washington D.C. offices in the National Center for Higher Education at One Dupont Circle, N.W.

"Enlighten the people generally, and tyranny and oppression of body and mind will vanish like evil spirits at the dawn of day."

Thomas Jefferson, Letter to Du Pont de Nemours, April 24, 1816

NASULGC in Brief

- As of January 1996, the association's membership included 189 institutions.
- This membership encompasses 157 public colleges and universities, 74 land-grant institutions, of which 17 are the historically black public institutions created by the 1890 Second Morrill Act, and 28 public higher education systems. (Some categories overlap.) In addition, 29 tribal colleges became land-grant institutions in 1994 and are represented in NASULGC through the membership of the American Indian Higher Education Consortium (AIHEC).
- In 1996, NASULGC campuses enrolled more than 2.9 million students.
- The average undergraduate in-state tuition and fees at NASULGC institutions in 1995 was $3,245 per year.
- NASULGC universities and colleges claim upwards of 20 million alumni.
- NASULGC member institutions award approximately a half-million degrees annually, including about one-third of all bachelor's and master's degrees, 60 percent of all U.S. doctoral degrees, and 70 percent of the nation's engineering degrees.
- NASULGC universities include 32 of the top 45 universities in total science and engineering research-and-development spending, according to National Science Foundation 1993 figures.
- NASULGC universities and colleges have produced about half the members of the U.S. Congress in the recent past and have educated more than half the current CEOs of America's 500 largest corporations.
- For more than 75 years, citizens in almost all of the nation's 3,150 counties have benefitted from the efforts of the land-grant universities' Cooperative Extension System.

Mission and Goals

The association's overriding mission is to support high-quality public education through efforts that enhance the capacity of member institutions to perform their traditional teaching, research, and public service roles—roles, that in large measure, reflect a strong social commitment to investing in the development of America's greatest resource, its people.

NASULGC provides a forum for the discussion and development of policies affecting higher education and the public interest. Therefore, the association's mission, in the broadest sense, is to serve the mission of its member universities, largely from the national perspective.

NASULGC aids its members by helping to:

- Inform key constituencies—Congress, federal agencies, the news media, the general public and others—about the special contributions of public universities;
- Develop and promote a federal legislative program that strengthens public higher education;
- Encourage strong partnerships among public universities and the federal government, state government, business and other groups, and other segments of the higher education community;
- Develop further university-federal government partnerships in various areas of mutual interest, including: basic scientific research, the environment and natural resources, urban affairs, fiscal and tax policy, international education, trade competitiveness, human health and nutrition, food and agriculture, economic policy, marine science and technology, engineering, veterinary medicine, human sciences, national security and defense, and the arts and humanities;
- Continue to work for the development of historically black land-grant institutions coordinated through the programs and activities of the Office for the Advancement of Public Black Colleges (OAPBC); and
- Continue to work on behalf of urban universities, supporting efforts that enhance the capacity of these institutions to deal with a wide range of urban issues.

Four Basic Goals

NASULGC has adopted four basic goals as expressions of the association's philosophy and agenda for the '90s:

1. Showing the central linkages between public higher education and our nation's economic and societal interests;
2. Affirming that our nation must provide access and opportunity for a college education to all who can benefit from the experience;
3. Helping to strengthen the credibility of public higher education where its credibility has been threatened; and
4. Making the case that our nation must make investment in public higher education a top priority at the national as well as the state level.

"...It is the duty of an institution of learning set in the midst of a free population and amidst signs of social change, not merely to implant a sense of duty, but to illuminate duty by every lesson that can be drawn out of the past. It is not a dogmatic process."

Woodrow Wilson, 1896

Activities and Initiatives

"...It is universally admitted that a well instructed people alone can be permanently a free people...."

James Madison, 1810

As the voice of public higher education, NASULGC serves its member institutions by expressing their priorities and positions to the legislative and administrative branches of government in Washington, D.C. It also works to expand public understanding of the contributions of state and land-grant colleges and universities to society and to promote support for higher education within the private sector.

To fulfill its multiple agendas, NASULGC joins coalitions, forms and plays a leadership role in higher education networks, and meets with members of Congress and their staffs and with representatives of federal agencies that affect higher education policy. It monitors and promotes the following activities:

1) Advancing university research;
2) Supporting agriculture, food and environmental research, extension and outreach, and academic programs;
3) Improving support for student financial aid;
4) Expanding minority education opportunities;
5) Promoting international research and international education;
6) Extending communications and distance learning networks;
7) Promoting urban and industrial extension policies and projects; and
8) Sharing information with members concerning university/state relationships, activities and trends.

In addition to these long-range activities, NASULGC plans to address the following priorities regarded as among the most important concerns of public higher education during the coming year:

1) **Maintaining the university academic research base and activities.** The nation's research universities are vital to its economic and social health. The return to society from the public investment in science has been enormous, and higher education must continue to make the case for the value of supporting both research in developing "pure" new knowledge and research applied toward meeting societal goals in order to retain our scientific strength. NASULGC will continue to foster partnerships between governments at all levels, and its member universities, and industry.

2) **Preserving student access and opportunity by protecting student financial assistance programs.** NASULGC will continue to deal with possible budget-cutting initiatives that could affect the most vital interests of our nation—access and opportunity for students. With the threat of dramatic reductions in student financial assistance, NASULGC, in alliance with students and other interested higher education groups, will continue organized efforts to counter the danger. The association will work individually and in collaboration with the other higher education associations to protect and preserve financial aid to students.

3) **Reducing costly federal regulations.** NASULGC will continue to help the federal government find ways to minimize or turn around needless and expensive regulatory burdens affecting public higher education. It will continue to support efforts to eliminate fraud and abuse in student loan programs and promote accountability.

4) **Focusing on state issues.** Increasingly, federal and state issues intersect; accountability, accreditation, and student financial assistance are three major examples. NASULGC's Council on Governmental Affairs and Council on University Relations and Development, in alliance with the American Association of State Colleges and Universities (AASCU), are working on these and related matters and expanding ways in which NASULGC members can share information and communicate about state relations issues.

5) **Encouraging change in public higher education.** Created by a $1.2 million grant from the Kellogg Foundation, NASULGC's new Kellogg Commission on the Future of State and Land-Grant Universities was formed in January 1996 and will meet over the next three years. The presidential commission will issue a series of reports recommending changes and reform aimed at reenergizing universities and helping them continue to meet societies' needs in the 21st century.

The Mechanisms

NASULGC pursues its mission through federal relations activities and communications and publications projects.

The Federal Relations Group

The Federal Relations group is staffed by professionals with responsibilities for specific legislative areas and federal budget issues. The group keeps the membership informed about developments in the nation's capital that affect higher education and seeks to advance membership interests.

With the support and direct participation of university staff members, the federal relations group contributes to the public service mission of state and land-grant universities by providing timely information on a wide range of complex legislative policy issues to members of Congress and their staffs.

The group provides consultation and support for constituent NASULGC councils, commissions, and committees. These association units often work with Congress and the executive branch of the federal government in developing programs and setting budget priorities.

The group also serves as a communications network, conferring with other higher education associations and with the membership and keeping congressional and federal agency staffers informed of the views and concerns of NASULGC member campuses.

Governmental relations interests include:

Food, Agriculture, Environment and Renewable Resources, which deals with teaching, research and extension in agriculture; food production, processing and delivery; human nutrition; human sciences; forestry; veterinary medicine; natural resources; land and water; marine and atmospheric sciences; and related environmental and social concerns. Close liaison is maintained with the U.S. Department of Agriculture, the National Science Foundation, the Environmental Protection Agency, the U.S. Department of the Interior, the Office of Naval Research, and the National Oceanic and Atmospheric Administration as well as with other groups representing users of agriculture and natural resources knowledge developed by NASULGC-member institutions.

Higher Education, which embraces the association's interests in student financial aid and institutional support, basic scientific research, health research, veterans benefits, legal affairs, continuing education, higher education finances, and federal administrative regulations.

This area of governmental relations also includes the maintenance of long-term working relationships with federal agencies responsible for energy programs; industry-government work to improve the quality of engineering education; and development of programs and policies for the conservation, exploration, and development of marine and coastal areas.

International Affairs, which serves as a center for information on legislation and governmental and non-governmental programs related to international education, research, and development. It serves as a liaison between universities and government agencies, private organizations and education associations concerned with international programs and studies. Close liaison is maintained with USAID, U.S. Information Agency, and the Department of Education. The staff also works closely with international programs officials at NASULGC member institutions and various consortia to help establish and strengthen relationships with developing nations, particularly in education, agriculture and economic development.

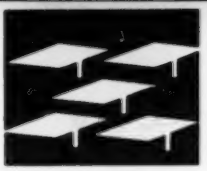
Minority and Human Resources Programs

Advancement of public black colleges is a goal NASULGC pursues in cooperation with the American Association of State Colleges and Universities (AASCU) through the Office for the Advancement of Public Black Colleges (OAPBC). This unit seeks to increase the visibility and support for the nation's historically black public campuses by:

- Providing current information on issues of critical concern to public black colleges— particularly development of educational policy;
- Working to bring these institutions into more meaningful and productive relationships with federal agencies;
- Promoting research on the roles of public black universities in American society;
- Serving as a link between public black colleges and sources of financial support, such

"A democratic form of government, a democratic way of life, presupposes free public education over a long period; it presupposes also an education for personal responsibility that too often is neglected."

Eleanor Roosevelt, 1942



Governance

as foundations, corporations, and governmental agencies; and

•Overseeing the work of the National Minority Graduate Feeder Program (NMGFP), an electronic recruitment system that links historically black public colleges and universities (HBPCUs) with universities that offer the Ph.D. in mathematics, the sciences and engineering. The project is co-sponsored by NASULGC and the American Association of State Colleges and Universities (AASCU).

AASCU/NASULGC Office of Urban/Metropolitan Programs

The office works to promote the effectiveness of member urban metropolitan universities in an ongoing national effort to increase cooperation between universities and their communities. It identifies, tracks, and monitors federal programs considered by the membership to be relevant to the urban/metropolitan university mission. The office also facilitates communication among urban members by staffing the AASCU Commission on the Urban/Metropolitan Agenda and the NASULGC Commission on the Urban Agenda and Maintains URB-METRO, an electronic mail alert network.

Office of Public Affairs

With responsibility for the overall public affairs program of NASULGC, the office works closely with the president's office, councils and commissions, and external higher education associations to fulfill its mission to set public affairs policy and serve as the association's primary communications and publications unit. The staff produces NASULGC Newsline, the association's monthly newsletter; gathers and distributes membership data and other resource material on higher education public policy issues; and works closely with the electronic and print news media and member university administrators who have primary responsibility for fund raising, media relations, publications and alumni affairs. The office disseminates information on NASULGC programs and policies through a variety of communications channels including news briefings, official publications, videos, and internet, and by holding meetings that interpret and promote public higher education.

"Since new developments are the products of a creative mind, we must therefore stimulate and encourage that type of mind in every way possible."

George Washington Carver, November 1932

A 26-member Board of Directors is the governing and ultimate policy-making body of the association. Under NASULGC's bylaws, representatives from the councils and commissions, six president/chancellor representatives, and three elected officers constitute the board. Each representative is elected to a three-year term, with the exception of the officers, who are elected to one-year terms.

An 11-member subset of the board, the Steering Committee, sets the agenda for the board. Steering Committee members include the officers and the six president/chancellor representatives.

In September 1992, the bylaws were amended to permit institutions that already belong to the American Association of State Colleges and Universities (AASCU) to become members of NASULGC, provided they fall under certain institutional categories and maintain AASCU membership status.

Each of NASULGC's 10 councils are comprised of one representative from each member institution. Appointed by the member institution's president or chancellor, the representatives are the chief administrators in their respective areas.

In addition, all NASULGC member institutions are given the opportunity to be involved with its six commissions, the association's key operating units. Each president/chancellor may appoint a voting delegate to each commission, while other individuals who work in relevant program areas may participate as non-voting delegates.

Coalition Building

NASULGC works through multiple channels to encourage support of American higher education, and frequently the association makes common cause in coalition with other higher education associations to further higher education interests. In particular, NASULGC staff meet regularly in networks, alliances and working groups with representatives of such higher education associations as the American Council on Education, the American Association of Community Colleges, the Association of American Universities, the American Association of State Colleges and Universities, and the National Association of Independent Colleges and Universities.

NASULGC works closely with AAU on the federal research agenda, and the association has developed an especially close partnership with AASCU. In fact, the AASCU-NASULGC linkage is strengthened not only by joint projects, but by the fact that a number of public universities enjoy dual membership in both AASCU and NASULGC.

Councils

Councils are groups of persons with similar roles from each of NASULGC's member institutions. They are organized to enable their members to communicate with each other on important issues in their areas of responsibility. Voting members of NASULGC councils are designated by the president or chancellor of the member institutions and are usually the institution's highest administrative or academic officer in the council's specified area. Councils are governed by chairs and executive committees elected by their voting members each year in November at the association's annual meeting. Councils meet at least once a year to discuss significant issues in their areas of concern, hear from national experts, advocate positions, conduct studies, issue reports, and carry out other activities in support of public higher education.

The following are the 1996 council chairs:

Council on Academic Affairs
Dr. Charles R. Nash
Vice Chancellor, Academic Affairs
University of Alabama System

Council on Business Affairs
Mr. R. Eugene Smith
Vice President for Business and Finance
University of Memphis

Council of 1890 Colleges and Universities
Dr. Ernest L. Holloway
President
Langston University

Council on Extension, Continuing Education, and Public Service
Dr. James H. Ryan
Vice President and Dean, Distance and Continuing Education
Pennsylvania State University

Council on Governmental Affairs
Mr. Thomas A. Etten
Director of Federal Relations
University of Minnesota
and
Dr. James J. Stukel
President
University of Illinois

Council of Presidents
Dr. Manuel T. Pacheco
President
The University of Arizona

"Knowledge is in every country the surest basis of public happiness."
George Washington,
January 8, 1790

Commissions

Council of Presidents' and Chancellors' Spouses
Mrs. Jane P. Beering
Purdue University

Council on Research Policy and Graduate Education
Dr. M. Thomas Jones
Vice Provost and Dean, Graduate Studies
Kent State University

Council on Student Affairs
Dr. Carol A. Wiggins
Vice President, Student Affairs and Services
University of Connecticut

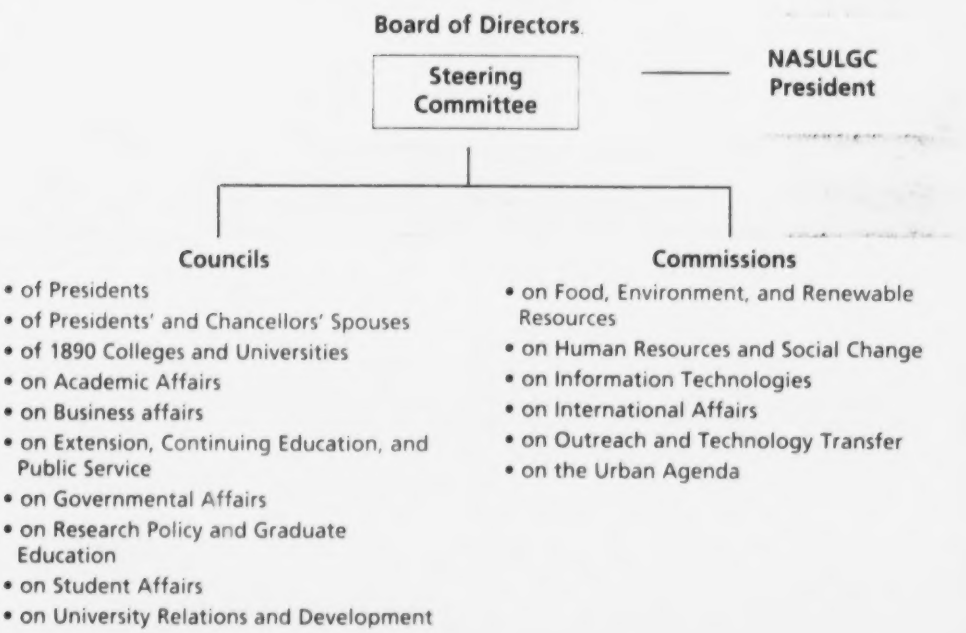
Council on University Relations and Development
Ms. Melissa Katsimpalis
Executive Director of Public Relations
Colorado State University

Analogous to interdisciplinary centers or institutes within a university, commissions monitor programs and develop policy positions in broad issue areas.

The following are the functions and chairs of NASULGC's six commissions:

Commission on Food, Environment, and Renewable Resources
Dr. Donald W. Zacharias, *President*
Mississippi State University
The Commission on Food, Environment, and Renewable Resources focuses on broad cross-cutting issues related to agriculture, forestry, human sciences, natural resources (fish and wildlife, forestry, mineral resources and water resources), oceans and atmosphere, and veterinary medicine in the functional academic areas of research, extension and teaching. Current high priority areas include: the quality of environment with a focus on interactions with the Environmental Protection Agency (EPA) in areas of mutual interest, natural resources with a focus on water quality, global change, and food safety including seafood safety and

NASULGC's Organization


Board of Directors
Steering Committee
NASULGC President
Councils
• of Presidents
• of Presidents' and Chancellors' Spouses
• of 1890 Colleges and Universities
• on Academic Affairs
• on Business affairs
• on Extension, Continuing Education, and Public Service
• on Governmental Affairs
• on Research Policy and Graduate Education
• on Student Affairs
• on University Relations and Development
Commissions
• on Food, Environment, and Renewable Resources
• on Human Resources and Social Change
• on Information Technologies
• on International Affairs
• on Outreach and Technology Transfer
• on the Urban Agenda

quality. An immediate goal of the commission is to implement an integrated federal relations program in these high priority areas of national concern.

Commission on Human Resources and Social Change

Dr. Myles Brand, *President*
Indiana University

The Commission on Human Resources and Social Change seeks to bring into focus many of the interests widely dispersed throughout the association. Its concerns include, but are not limited to, such matters as access and opportunity, student financial aid, minority and multi-cultural affairs, nutrition and health, linkages with elementary and secondary education, and faculty recruitment and retention.

Commission on Information Technologies

Dr. Samuel H. Smith, *President*
Washington State University

The Commission on Information Technologies (CIT) was created to identify and develop policy positions and advisory assessment on information technology and related policy issues of concern to NASULGC members and to the nation. The use of technology is having a profound effect on the creation, preservation, and dissemination of knowledge and information. Rapid changes occurring with electronic technologies will affect learning, classroom teaching, libraries, student life, the publication process, the workplace, modes of research, and public outreach. The commission is committed to being a strong voice for public higher education by actively participating in federal initiatives relating to the development of the National Information Infrastructure.

Commission on International Affairs

Dr. Manuel T. Pacheco, President
The University of Arizona

The Commission on International Affairs serves as NASULGC's principal voice on the member universities' international agenda. The commission's work falls into the three major areas of institutional policies and programs on international education, university involvement in international and global issues, and U.S. policies on international economic development.

Commission on Outreach and Technology Transfer

Dr. Carol A. Cartwright, President
Kent State University

The mandate of the Commission on Outreach and Technology Transfer is to further the outreach work that, in effect, is part of the mission of all of the association's member institutions. This mission builds on the historic work of cooperative extension and includes outreach activities that grow out of the educational resources and skills of the association's universities. All NASULGC institutions are involved in technology transfer, and the mandate of this commission is to further technology transfer through the expanding outreach role of the association's member universities.

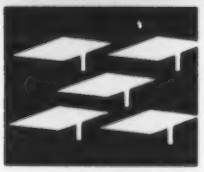
Commission on the Urban Agenda

Dr. Judith A. Ramaley, President
Portland State University

The Commission on the Urban Agenda is NASULGC's chief vehicle for focusing on urban issues and programs. It is broadly constituted to encourage participation from the association's commissions and councils and to work jointly with urban institutions of the American Association of State Colleges and Universities (AASCU). It functions to advocate policies, positions and legislative strategies that further the urban agenda at national, state, and city levels. It fosters the development of programs and projects of special interest to NASULGC and AASCU universities that have strong commitments to urban areas and to the solution of urban issues.

"If we are to achieve a richer culture, rich in contrasting values, we must recognize the whole gamut of human potentialities, and so weave a less arbitrary social fabric, one in which each diverse human gift will find a fitting place."

Margaret Mead, 1935



A NASULGC Chronology

1862 First Morrill Act is passed, providing federal lands to the states to be sold to support colleges of agriculture and mechanical arts.

1871 Representatives from 29 land-grant institutions meet in Chicago to discuss common issues; the gathering urges the establishment of agricultural experiment stations.

1872 The U.S. Commissioner of Agriculture convenes a meeting of agricultural colleges, societies and others; the group discusses additional land-grants, experiment stations and military training.

1877 1882, 1883 "Unofficial" gatherings of land-grant leaders are held.

1885 Colleges of agriculture representatives meet in Washington, D.C. with representatives of the Department of Agriculture. The group agrees to create a formal association and hold annual conventions.

1887 The Hatch Act is passed, mandating the creation of agricultural experiment stations for scientific research.

1887 The first annual convention of the Association of American Agricultural Colleges and Experiment Stations is held in Washington, D.C. George W. Atherton of Pennsylvania State University is elected first president, and membership is limited to colleges receiving benefits under the 1862 Morrill Act and the 1887 Hatch Act. The association begins work in support of the second Morrill Act, which becomes law in 1890.

1890 The Second Morrill Act is passed, providing further endowment for colleges. Part of the funding is to be used for institutions for black students, leading to the creation of 17 historically black land-grant colleges.

1896 The National Association of State Universities is founded, representing "major" state universities, whether land-grant or not.

1912 Deans of engineering organize the Land-Grant College Engineering Association.

1914 The Smith-Lever Act is passed, providing federal support for land-grant institutions to offer instruction beyond their campuses through cooperative extension efforts in agriculture and home economics.

1919 The Land-Grant College Engineering Association and the Association of American Agricultural Colleges and Experiment Stations merge to form the American Association of Land-Grant Colleges.

1920 The home economics section is added to American Association of Land-Grant Colleges.

1926 The association's name is changed to the Association of Land-Grant Colleges and Universities.

1939 Graduate studies are added to the association.

1945 The liberal arts component is added to the association.

1945 Russell I. Thackery is named first full-time salaried executive secretary of the association, and its headquarters is located permanently in Washington, D.C.

1948 The veterinary medicine division is added to the association.

1950 The Council of General Extension is added to the association.

1954 The historically black land-grant institutions join the association.

1955 The association's name is changed to the American Association of Land-Grant Colleges and State Universities in anticipation of a merger with the National Association of State Universities and the State Universities Association (non-land-grant state universities).

1963 The completed merger formally creates NASULGC, which undergoes major changes in structure and governance.

1968 One Dupont Circle becomes the National Center for Higher Education.

1969 Russell I. Thackery retires and is succeeded by Ralph K. Huitt as executive director of the association.

1979 Ralph K. Huitt retires and is succeeded by Robert L. Clodius, who is designated president.

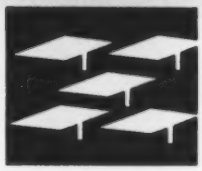
1987 NASULGC's Centennial is celebrated.

1987 The Thurgood Marshall Scholarship Fund is established, supporting scholarships at the historically black public colleges and universities.

1990 "A Charter for the Nineties and Beyond," a year-long study of the association, is completed and approved in principle by its Senate.

1992 Robert L. Clodius retires; C. Peter Magrath becomes NASULGC's president, and new by laws are adopted that streamline the association's structure.

1995 The American Indian Higher Education Consortium (AIHEC), representing the nation's 29 land-grant Native American colleges, becomes a member of NASULGC as a system.



A Chronology of Federal Legislation Affecting Public Higher Education

1787 Northwest Ordinance is passed, authorizing the sale of public land for support of education, thus establishing the land-grant principle.

1862 First Morrill Act is passed and signed by President Abraham Lincoln, donating public lands to the several states, the sale of which is for the "endowment, support, and maintenance of at least one college where the leading object shall be, without excluding other scientific and classical studies and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions in life."

1887 The Hatch Act is passed, mandating the creation of agricultural experiment stations for scientific research.

1890 The Second Morrill Act is passed, providing further endowment for colleges. Part of this funding is to be used for institutions for black students, leading to the creation of 17 historically black land-grant colleges.

1907 Nelson Amendment to the Morrill Acts of 1862 and 1890 is passed, providing further increased appropriations to land-grant institutions.

1914 The Smith-Lever Act is passed, providing federal support for land-grant institutions to offer educational programs to enhance the application of useful and practical information beyond their campuses through cooperative extension efforts with states and local communities.

1934 Congress creates the National Youth Administration to enable college students to earn money by performing educationally useful tasks and to continue their studies.

1935 The Bankhead-Jones Act adds to annual appropriations for land-grant institutions.

1942 The General Equivalency Diploma (GED) program and the Military Evaluations Programs for veterans who left school to serve in World War II are established.

1944 The Servicemen's Readjustment Act (G.I. Bill of Rights) Public Law 346 provides for the higher education of veterans.

1945 The Bankhead-Flannagan Act furthers the development of cooperative extension work in agriculture and home economics.

1946 Congress passes the Fulbright Act (Public Law 584) to enable Americans to study and teach abroad.

1946 The United Nations Educational, Scientific and Cultural Organization (UNESCO) is established, which among its many other activities, provides international exchange opportunities for American scholars and administrators.

1948 The U.S. Information and Educational Exchange Act (the Smith-Mundt Act) provides for the international exchange of teachers, students, lecturers and other specialists.

1950 Point Four Program is enacted by Congress (the Foreign Economic Assistance Act, subsequently called the International Cooperation Administration, then renamed the Agency for International Development, or AID).

1950 Congress creates the National Science Foundation (NSF).

1950 The Land-Grant Endowment Funds Bill protects federal and private endowments from unilateral federal action to divert them from the purposes for which they were granted.

1952 Veterans' Readjustment Assistance Act (Korean G.I. Bill of Rights) is passed.

1958 National Defense Education Act (NDEA) provides college student loans, graduate fellowships and aid for the improvement in the teaching of science, mathematics and modern languages.

1961 Report of the U.S. Commission on Civil Rights, "Equal Protection of the Laws in Public Higher Education: 1960" recommends that federal funds be disbursed "only to such publicly controlled institutions of higher education as do not discriminate on grounds of race, color, religion, or national origin."

1963 The Higher Education Act (HEA) of 1963 recognizes federal responsibility for aid to colleges and universities in the form of grants and loans for the construction of academic facilities.

1964 The National Defense Education Act Amendments authorize major changes to expand and strengthen the graduate fellowship program and eliminate discriminatory institutional limitation on loan-fund grants.

1965 The Higher Education Act of 1965 is passed, funding many higher education programs, including student aid.

1965 The Housing and Urban Development Act of 1965 establishes a maximum interest rate of three percent for the College Housing Loan Program to provide relief for students from the high cost of college attendance.

1966 The National Defense Education Project is passed to coordinate the federal role in international education. Later, this project is incorporated as Title VI of the Higher Education Act.

1967 The District of Columbia Post Secondary Education Reorganization Act gives land-grant status to Federal City College, now the University of the District of Columbia. This establishes a precedent for federal trust areas to participate in the land-grant system.

1972 The University of Guam, Northern Marianas College, the Community Colleges of American Samoa and Micronesia, and the College of the Virgin Island secure land-grant status through the Education Amendments of 1972 (Public Law 92-318).

1979 The U.S. Department of Education is founded.

1980 Congress passes the Education Amendments of 1980 (to the Higher Education Act of 1965).

1992 President Bush signs the Higher Education Act Amendments, reauthorizing the 1965 Higher Education Act.

1993 The National and Community Service Trust Act establishes a corporation to coordinate programs though which students receive minimum wage stipends and tuition benefits in return for community service.

1993 The federal government begins "direct lending," a program that enables colleges and universities to provide loans using federal funds directly to students, thus avoiding private lenders and streamlining the process.

1994 The Elementary and Secondary Education Reauthorization Act of 1994 provides land-grant status to 29 Native American colleges, located primarily in the plains states and areas of the west.

Member Institutions

* Indicates a land-grant institution as designated by the state legislature.
• Indicates a university system.

Alabama
Alabama A&M University*
Auburn University*
Tuskegee University*
University of Alabama System•
University of Alabama
University of Alabama at Birmingham
University of Alabama in Huntsville

Alaska
University of Alaska Statewide System*•
University of Alaska Fairbanks

Arizona
Arizona State University
University of Arizona*

Arkansas
University of Arkansas System•
University of Arkansas, Fayetteville*
University of Arkansas at Pine Bluff*

California
California Polytechnic State University, San Luis Obispo
California State University, Fresno
California State University, Sacramento
California State University System•
San Francisco State University
University of California System*•
University of California, Berkeley
University of California, Davis
University of California, Irvine
University of California, Los Angeles
University of California, Riverside
University of California, San Diego
University of California, Santa Barbara

Colorado
Colorado State University*
University of Colorado•
University of Colorado, Boulder
University of Northern Colorado

Connecticut
Connecticut Agricultural Experiment Station*
University of Connecticut*

Delaware
Delaware State University*
University of Delaware*

District of Columbia
University of the District of Columbia*

Florida
Florida A&M University*
Florida Atlantic University
Florida International University
Florida State University
State University System of Florida•
University of Central Florida
University of Florida*
University of South Florida

Georgia
Fort Valley State College*
Georgia Institute of Technology
Georgia State University
University of Georgia*
University System of Georgia•

Guam
University of Guam*

Hawaii
University of Hawaii*

Idaho
University of Idaho*

Illinois
Southern Illinois University•
Southern Illinois University, Carbondale
University of Illinois*•
University of Illinois at Chicago
University of Illinois at Springfield
University of Illinois at Urbana-Champaign

Indiana
Indiana University•
Indiana University-Purdue University at Indianapolis
Purdue University*

Iowa
Iowa State University*
University of Iowa

Kansas
Kansas State University*
University of Kansas
Wichita State University

Kentucky
Kentucky State University*
University of Kentucky*
University of Louisville

Louisiana
Louisiana State University System*•
Louisiana State University, Baton Rouge
Southern University System*•
University of New Orleans

Maine
University of Maine System•
University of Maine*

Maryland
University of Maryland System•
University of Maryland at College Park*
University of Maryland Eastern Shore*

Massachusetts
Massachusetts Institute of Technology*
University of Massachusetts*•
University of Massachusetts, Amherst
University of Massachusetts, Boston

Michigan
Michigan State University*
Michigan Technological University
Oakland University
University of Michigan
Wayne State University
Western Michigan University

Minnesota
University of Minnesota*
University of Minnesota-Duluth

Mississippi
Alcorn State University*
Mississippi State University*
University of Mississippi
University of Southern Mississippi

Missouri
Lincoln University*
University of Missouri System*•
University of Missouri-Columbia

University of Missouri-Kansas City
University of Missouri-Rolla
University of Missouri-St. Louis

Montana

Montana State University*
Montana Tech
University of Montana

Nebraska

University of Nebraska*•
University of Nebraska, Lincoln

Nevada

University of Nevada, Reno*

New Hampshire

University System of New Hampshire•
University of New Hampshire*

New Jersey

New Jersey Institute of Technology
Rutgers, The State University of New Jersey*

New Mexico

New Mexico State University*
University of New Mexico

New York

City University of New York•
City University of New York Graduate School and University Center
Cornell University*
State University of New York•
University at Albany, SUNY
University at Binghamton, SUNY
University at Buffalo, SUNY
University at Stony Brook, SUNY

North Carolina

East Carolina University
North Carolina A&T State University*
North Carolina State University*
University of North Carolina•
University of North Carolina, Chapel Hill
University of North Carolina at Charlotte
University of North Carolina at Greensboro

North Dakota

North Dakota State University*
University of North Dakota

Ohio

Bowling Green State University
Cleveland State University
Kent State University
Miami University
Ohio University
The Ohio State University*
University of Akron
University of Cincinnati
University of Toledo
Wright State University

Oklahoma

Langston University*
Oklahoma State University*
University Center at Tulsa
University of Oklahoma

Oregon

Oregon State System of Higher Education•
Oregon State University*
Portland State University
University of Oregon

Pennsylvania

Pennsylvania State University*
Temple University
University of Pittsburgh

Puerto Rico

University of Puerto Rico*

Rhode Island

University of Rhode Island*

South Carolina

Clemson University*
South Carolina State University*
University of South Carolina

South Dakota

South Dakota State University*
University of South Dakota

Tennessee

Tennessee State University*
University of Memphis
University of Tennessee*•
University of Tennessee, Knoxville

Texas

Prairie View A&M University*
Texas A&M University System•
Texas A&M University*
Texas Tech University
University of Houston System•
University of Houston
University of North Texas
University of Texas System•
University of Texas at Arlington
University of Texas, Austin
University of Texas at San Antonio

Utah

University of Utah
Utah State University*

Vermont

University of Vermont*

Virgin Islands

University of the Virgin Islands*

Virginia

University of Virginia
Virginia Commonwealth University
Virginia Polytechnic Institute & State University*
Virginia State University*

Washington

University of Washington
Washington State University*

West Virginia

West Virginia University*
West Virginia State College*

Wisconsin

University of Wisconsin System•
University of Wisconsin-Madison*
University of Wisconsin-Milwaukee

Wyoming

University of Wyoming*

American Indian Higher Education Consortium*•

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Upcoming Annual Meeting Dates

November 18-20, 1996
(Monday-Wednesday), Sheraton San Diego Hotel and Marina, San Diego, California

November 16-18, 1997
(Sunday-Tuesday), Washington Hilton Hotel and Towers, Washington, D.C.

November 15-17, 1998
(Sunday-Tuesday), Atlanta Marriott Marquis Hotel, Atlanta, Georgia

November 8-10, 1999
(Monday-Wednesday), San Francisco Marriott Hotel, San Francisco, California

November 13-15, 2000
(Monday-Wednesday), San Antonio Rivercenter/Riverwalk Marriott Hotels, San Antonio, Texas

November 11-13, 2001
(Sunday-Tuesday), Grand Hyatt Washington Hotel and Washington Metro Center Marriott Hotel, Washington, D.C.

For information, call (202) 778-0850.

NASULGC Facts

What

A voluntary, non-profit association of public universities, the nation's land-grant institutions and many state university systems, the National Association of State Universities and Land-Grant Colleges (NASULGC) has member campuses in all 50 states, the District of Columbia and the U.S. territories. The association is governed by a chair and board of directors elected from the member colleges, universities and university systems. Its president is C. Peter Magrath, who directs a staff of 35 at its Washington, D.C. offices.

Who

As of January 1996, the association's membership included 189 institutions, including 74 land-grant institutions of which 17 are the historically black institutions. In addition, 29 tribal colleges became land-grant institutions in 1994 and are represented through the membership in NASULGC of the American Indian Higher Education Consortium (AIHEC). Currently NASULGC campuses enroll more than 2.9 million students and claim upwards of 20 million alumni. Annual charges for full-time undergraduate students average $3,245. Its member campuses award more than a half-million degrees annually, including about one-third of all the bachelor's and master's degrees, 60 percent of all U.S. doctoral degrees, and 70 percent of the nation's engineering degrees.

When

With roots going back to 1887, NASULGC is the nation's oldest higher education association. In 1963, the American Association of Land-Grant Colleges and State Universities merged with the National Association of State Universities to form the present National Association of State Universities and Land-Grant Colleges, or NASULGC (na SUL jick).

Why

The association's overriding mission is to support high-quality public higher education and its member institutions as they perform their traditional teaching, research, and public service roles. NASULGC provides a forum for the discussion and development of policies affecting higher education and the public interest.

How

NASULGC aids its members by helping to

- Inform Congress, federal agencies, the news media, the general public and others about the special contributions of public universities;
- Promote a federal legislative program that strengthens public higher education;
- Encourage strong partnerships among public universities and the federal government, state and local governments, business and other segments of the higher education community;
- Develop further university-federal government partnerships in areas of mutual interest;
- Continue to work in support of historically black land-grant institutions coordinated through the Office for the Advancement of Public Black Colleges (OAPBC); and
- Continue to work on behalf of urban universities, supporting efforts that enhance the capacity of these institutions to deal with a wide range of urban problems.

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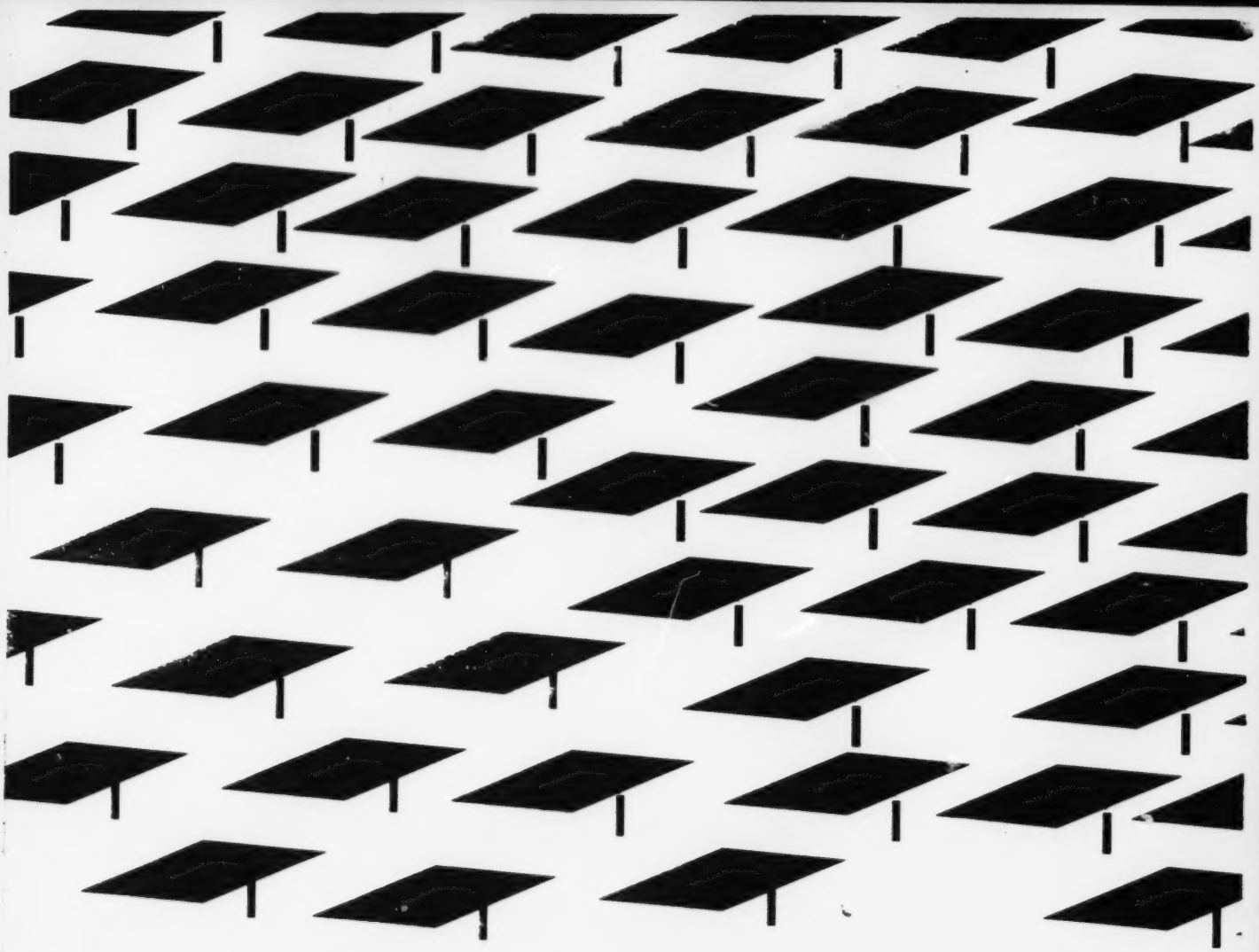

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